








Training on the Utilization of Culturally Responsive Teaching Approach in Implementing Liberating Learning for Students at SD Negeri 8 in Bengkulu City

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Abstract

This community service aims to provide training to teachers at SD Negeri 8 Bengkulu City in utilizing the CRT approach to implement learning that liberates students. The training activity was carried out on April 27 2024 at SD Negeri 8 Bengkulu City and was attended by 13 teachers. Training methods are carried out in the form of lectures, discussions and practice. In the first session, participants were provided with an understanding of the concept of CRT and the importance of integrating culture in learning. The second session discussed identifying students' cultural backgrounds and learning strategies that are appropriate to the CRT approach. The final session focused on classroom management from a CRT perspective, evaluation, and collaboration with parents and the community. The training activity was carried out at SDN 8 Bengkulu City, which was attended by 13 teachers. Through this training, it is hoped that teachers can develop the ability to create a learning environment that is culturally responsive, respects diversity, and liberates students in the learning process. Activities are carried out using training patterns. After conducting training, teachers were able to develop teaching modules using the CRT approach. From this training activity it can be concluded that the training has an impact on the ability of teachers to develop teaching modules using the CRT approach.

A. Introduction

Indonesia is a country that is rich in diversity, starting from ethnicities, religions, customs, languages, and others (Munir, 2021; Riyadi et al., 2024). This affects the background of students at school. Teachers need to design learning activities that suit the diversity of students in the class. Teachers are tasked with creating a comfortable learning atmosphere, one of which is by placing minority students so that they have equal rights and have the same opportunities to develop their abilities. One approach that can be used is the CRT approach. This CRT approach is a way to equip teachers to teach students in environments with different cultural backgrounds and improve students' understanding and skills (Bahar et al., 2023; Ruser et al., 2023).

SD Negeri 8 Bengkulu City is a school with a variety of students' cultural backgrounds. This diversity is both a challenge and a wealth in creating inclusive and liberating learning. The Culturally Responsive Teaching (CRT) approach offers a solution to overcome these challenges by utilizing students' cultural backgrounds as learning resources and building a culturally responsive learning environment (Cruz et al., 2020; Meléndez-Luces & Couto-Cantero, 2021; Mutiaratri et al., 2024).

Culturally Responsive Teaching (CRT) Approach is a learning approach that pays attention to students' cultural diversity in the teaching and learning process. This approach recognizes that students have diverse cultural backgrounds, and that their cultural experiences and beliefs can influence how they learn and participate in the classroom (Idrus & Sohidi, 2023; Khan et al., 2023; Zorba, 2020). CRT aims to: (1) Recognize and appreciate students' cultural differences: In the CRT approach, teachers try to understand and appreciate students' cultural diversity. This includes recognition of different languages, traditions and cultural norms. (2) Make students feel valued and engaged in learning: By taking into account students' cultural backgrounds, the CRT approach creates an environment that is inclusive and values differences. Students feel appreciated and are more motivated to actively participate in learning (de la Garza et al., 2020; Nida Nurulaini et al., 2023; Tanase, 2022). The CRT approach places students who feel they come from a minority culture as having equal rights to have the opportunity to develop their abilities. Through this CRT learning approach, students also become more understanding of their own culture and appreciate the culture of others (Hernita et al., 2024; Maulana & Mediatati, 2023; Yaasmin, 2024).

As stated by Guy (2000), the steps for learning using the CRT approach are as follows.

1. Student self-identity: students are invited to recognize their cultural identity which is related to the material to be presented,
2. Cultural understanding: students construct cultural understanding with new knowledge obtained from various sources,
3. Collaboration: students work in groups to discuss cultural concepts and perspectives,
4. Critical thinking for reflection: students compare the results of their discussions with existing theories with teacher guidance, and
5. Transformative construction: students present their understanding through a project.

Based on the above background, it is considered very necessary to conduct training on the use of the CRT approach for teachers at SDN 8 Bengkulu City, so that it is hoped that teachers can apply this CRT approach in the learning that will be carried out in their classes. It is hoped that the Merdeka Curriculum can implement this CRT approach in liberating learning for students.

B. Methods

This training is carried out in the form of lectures, discussions and practices. In the first session, participants were provided with an understanding of the concept of CRT and the importance of integrating culture in learning. The second session discussed identifying students' cultural backgrounds and learning strategies that are appropriate to the CRT approach. The final session focused on classroom management from a CRT perspective, evaluation, and collaboration with parents and the community. The training activity was carried out at SDN 8 Bengkulu City, which was attended by 13 teachers.

C. Results and Discussion

This training succeeded in increasing teachers' understanding of the CRT approach and its importance in creating learning that liberates students. Teachers can identify the cultural background of students at SD Negeri 8 Bengkulu City and develop culturally relevant learning strategies. They also learn about classroom management from a CRT perspective, such as creating a classroom climate that values diversity and builds mutual respect (Figure 1).



Figure 1. Learning Activities in Class Using the CRT Approach

One way for teachers to create this environment is by creating positive relationships between students. This positive relationship, for example, is the relationship between fellow students, between students and the teacher, even between students and the learning material that will be delivered, and between the teacher and the learning material that will be delivered. Relationships between students are manifested in the form of mutual respect, whatever their background conditions. No bullying can occur

between fellow students which results in students who are bullied feeling inferior and ultimately becoming unmotivated in their learning.

In evaluation sessions, teachers design assessment instruments that reflect CRT principles. Apart from that, they also developed a plan to collaborate with parents and the community to support the implementation of CRT in schools.

Effectiveness of Culturally Responsive Teaching (CRT) approach training can be measured using a pre-test before training and a post-test after training to measure increases in student learning outcomes. The results can be seen in Table 1 below.

Table 1. Results of teachers' knowledge in preparing teaching modules using the CRT approach

No	Data	Pre-Test	Post-Test
1	The highest score	50	80
2	Lowest Value	30	60
3	Average	45.5	70.5

From the data in table 1, it can be seen that the ability of teachers in preparing teaching modules using the CRT approach has increased well, so it can be stated that this training has had a positive impact on the implementation of teachers' learning.

D. Conclusion

Training on the use of the CRT approach in implementing liberating learning for students at SD Negeri 8 Bengkulu City has provided benefits for teachers in understanding and integrating students' cultural diversity into the learning process. Teachers now have the skills to create a learning environment that is culturally responsive, inclusive and liberating for students. This activity also encourages collaboration between teachers, parents and the community in supporting the implementation of CRT in schools.

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